

2018-2019 Phase One: Continuous Improvement Diagnostic_09192018_14:07

Phase One: Continuous Improvement Diagnostic

Picadome Elementary School

Jennifer Hutchison
1642 Harrodsburg Rd
Lexington, Kentucky, 40504
United States of America

Last Modified: 09/28/2018

Status: Locked

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

Based on the results from the 2017, TELL Kentucky Survey, the school will address the area of Community Support & Involvement. To increase community support and involvement, we will work diligently to increase communication with all stakeholders. School leadership and Picadome PTA have partnered to design an app that is available in the iTunes Store for anyone to download. This application provides real-time updates and information about the school and it is customizable for staff, parents and community members. In addition, Picadome staff members will go off-site to provide workshops for parents in addition to parent-teacher conferences at our main apartment complexes. The focus of these events will be to increase parent knowledge and increase involvement and strategies for using at home with literacy. Teachers will also be on-site to provide parent-teacher conferences. Interpreters will be available for all events.

ATTACHMENTS

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Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

Picadome Elementary will engage a variety of shareholders in the ongoing process of school improvement. We have partnered with the Picadome PTA to recruit members to provide feedback on what improvements need to be made for our students and school community. Surveys have been administered to staff, parents and students. Meetings will be documented and monitored in the Phase II: Needs Assessment Continuous Improvement Planning Cycle. Meetings will accommodate the needs of our stakeholders.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase Two: The Needs Assessment for Schools_11142018_09:36

Phase Two: The Needs Assessment for Schools

Picadome Elementary School

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Picadome Faculty, SBDM Council and Leadership Team reviewed academic data to determine needs and next instructional steps for all students.

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Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Current Academic State Reading - 56.9 % P/D, 21.7% Apprentice, 21.3% Novice Math - 56.9% P/D, 24.7% Apprentice, 18.2% Novice Social Studies - 52.5% P/D, 39.7% Apprentice, 7.7% Novice Writing - 62.8% P/D, 30.8% Apprentice, 6.4% Novice Science - 24% P/D, 54.7% Apprentice, 21.3% Novice Non-Academic Current State Enrollement: Picadome Elementary has seen in increase in the number of new students enrolling. The school has enrolled 60 new students since August in grades 1-5 with 20 new students enrolling in August. Behavior: In 2017, 28 students were suspended which was 5.38% of our student population. So far in 2018, only 2 students were suspended which is 0.42% of our student population.

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

21.3% of students scored Novice in Reading and 18.2% in Mathematics on KPREP testing. Our proficiency indicator for African-American students is 49.7 for Reading and Mathematics compared to 90.5 (Reading) and 90.3 (Mathematics) as measured by the state assessment system.

ATTACHMENTS

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Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

We have an increased focus on reducing suspension data for all students. Data trends indicate that achievement gaps for African-American students remain in reading and mathematics.

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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Picadome Elementary will focus its resources and efforts on strengthening our RTI process; utilize data wise structures to analyze schoolwide to make instructional decisions more strategically; will collaborate to establish a process for short-term curriculum review in order to monitor alignment between standards, learning targets, and assessments for writing and science; will collaborate to develop measures for monitoring school-wide behavior with PBIS structures; and, increase parental involvement of historically disengaged parent groups.

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Picadome writing data increased from 0 distinguished students in 2017 to 21 distinguished writers in 2018. MAP data in reading and mathematics from Fall 2017 to Fall 2018 indicates Picadome is a school with High Achievement and High Growth as measured by NWEA national percentiles.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Picadome Phase Two: School Assurances_10282018_17:41

Phase Two: School Assurances

Picadome Elementary School

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- Yes
- No

- N/A

COMMENTS

ATTACHMENTS

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Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- Yes
- No

- N/A

COMMENTS

ATTACHMENTS

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Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2018-2019 Phase Three: Comprehensive Improvement Plan for Schools_11282018_12:41

Phase Three: Comprehensive Improvement Plan for Schools

Picadome Elementary School

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Picadome Comprehensive Improvement Plan (Approved December 10, 2018)	Picadome Comprehensive Improvement Plan (December 2018)	

**2018-2019 Picadome Phase Three: Closing the Achievement Gap
Diagnostic_11282018_12:29**

Phase Three: Closing the Achievement Gap Diagnostic

Picadome Elementary School

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

The student body of Picadome Elementary includes students identified as Black or African American (N = 140, 27.8%), Hispanic (N = 35, 7%), "Two or more races" (N = 34, 6.7%), Special Education (N = 70, 13.9%), Limited English Proficiency (N = 50, 10%), and "Free/Reduced-Price Meals" (N = 299, 59.3%).

ATTACHMENTS

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II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

Picadome Elementary serves a diverse student population, including new immigrants, refugees, and newly enrolled students from schools outside of Fayette County. Classroom rosters reflect the school's diversity in that students of varying ability levels, ethnicities, and origins collaborate and learn together. Designated collaborative classrooms are resourced with additional staff to meet the specific needs of special education students; furthermore, intervention teachers and ELL teachers work with students below grade level for various reasons including being newcomers to the country and school, exhibiting learning gaps after transferring from other school systems, or as additional differentiated safety net to ensure grade-level literacy and numeracy.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

As a result of redistricting, KDE designated Picadome Elementary as a "new school" for the 2016-2017 school year. Although the school was given a grace period of one year to adjust to a new student population, Picadome Elementary met gap novice reduction targets for African American, Free-Reduced-Price Meals, and the non-duplicated gap group for mathematics. KPREP reading data that year indicated challenges ahead to close achievement gaps for students identified in the African American, "Free/Reduced-Price Meals," and "Disability-With IEP" groups. 2017-2018 KPREP reading data indicate persisting achievement gaps for the aforementioned groups. 34.3% of African American students, 47.1% of "Free/Reduced-Price Meals" students, and 19.4% "Disability-With IEP" students achieved proficiency. Of those groups, 37.3% of African American students, 25.5% of "Free/Reduced-Price Meals" students, and 54.8% of "Disability-With IEP" students scored "Novice" for reading. Although the 2017-2018 KPREP mathematics data was comparatively better than reading data, African American and special education students' gaps evidence areas for growth. 31.3% of African American students and 12.9% of "Disability-With IEP" students reached proficiency. 34.3% of African American students and 51.6% of "Disability-With IEP" students scored "Novice."

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Picadome Elementary made amazing progress in increasing writing proficiency scores for all students and lowering novice percentages for gap groups, African White American students continue to reach proficiency at a lower percentage than other groups, their proficiency percentage increased and their novice scores decreased. 39.1% African American students earned "Proficient/Distinguished" for KPREP on-demand writing for the 2017-2018 school year compared to 23.1% the previous year. Furthermore, 13% of African American scored "Novice" last year compared to 30.8% the previous year. Moreover, "Free/Reduced-Price Meals" students dramatically improved their writing scores from the previous year. For the 2016-2017 KPREP on-demand writing assessment, 27.5% of "Free/Reduced-Price Meals" students scored "Novice" and only 22.5% earned "Proficient/Distinguished." For the 2017-2018 school year, only 7.4% of "Free/Reduced-Price Meals" students scored "Novice" and 57.4% of these students earned "Proficient/Distinguished."

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Picadome Elementary continues to focus on improving KPREP reading scores for students belong to the African American, "Free/Reduced-Price Meals," and "Disability-With IEP" groups. Proficiency percentages for these groups dropped from the previous year: African American (-7.5%), "Free/Reduced-Price Meals" (-5.8%), and "Disability-With IEP" (-13.9%). In addition to focusing on reading for targeted gap groups, Picadome Elementary will also prioritize writing for African

American students and mathematics for African American and “Disability-With IEP” students because of proficiency gaps compared to other groups. African American students had a decrease in proficiency of 6.9% in mathematics and comparatively low proficiency (39.1%) in writing despite an increase of 16% from the previous year. “Disability-With IEP” students had a drop of 16.3% in proficiency from 2016-2017 to 2017-2018 on the KPREP mathematics assessment.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Picadome Elementary focuses on differentiated professional development for teachers to facilitate meeting the needs of our students. Professional development includes AVMR (to enhance mathematics instruction and formative assessment), Kagan Cooperative Learning Strategies (for teachers new to Picadome), and Google Level I & II Certification training to enhance professional collaboration and the technology capacity of teachers.

ATTACHMENTS

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F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Redistricting dramatically affected school structures and teachers' methodologies. We are currently modifying instruction and intervention structures to meet the needs, including grade-level skills and content deficiencies, of students who were not enrolled at Picadome Elementary since kindergarten.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Picadome Elementary teachers meet weekly in grade-level PLC meetings to analyze student data, including disaggregated data for gap groups, to monitor students' progress to proficiency, and inform instructional designs. School leadership also meets regularly to analyze school systems, protocols, and metrics--including academic and behavior data--to ascertain the success or need for modification of initiatives and strategies. Parents, school staff, and interested community members meet monthly in PTA, school committee, and SBDM meetings to oversee the school's structures (PBIS, MTSS, Title I, etc.) and other school operations.

III. Planning the Work

Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Increase African American proficiency on KPREP reading from 34.3% to 40.87%. Increase "Disability-With IEP" proficiency on KPREP reading from 19.4% to 29.56%. Increase "Free/Reduced-Price Meals" proficiency on KPREP reading from 47.1% to 51.72%. Increase African American proficiency on KPREP writing from 39.1% to 46.28%. Increase African American proficiency on KPREP mathematics from 31.3% to 39.92%. Increase "Disability-With IEP" proficiency on KPREP mathematics from 12.9% to 25.2%.

ATTACHMENTS

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Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attachment.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement Gap Group Identification	This spreadsheet includes GAP-designated group counts and percentages.	I
 Measurable Gap Goal	Gap goals for Picadome Elementary for the 2018-2019 school year.	III
 Student Enrollment Summary Report	Student Enrollment Summary Report as of Dec. 8, 2018.	I

2018-2019 Phase Three: Executive Summary for Schools_11282018_12:26

Phase Three: Executive Summary for Schools

Picadome Elementary School

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Picadome Elementary School is part of Fayette County Public Schools in Lexington, Kentucky. The school serves neighborhoods on Harrodsburg Road, Mason-Headley Road, Southland Drive, and Waller Avenue. The school serves over 500 students in Early Start through fifth grade. Picadome Elementary is dedicated to providing a quality education for each and every student. Student demographics are 56% White (Non-Hispanic), 27% African American, 7% Hispanic, 3% Asian, and 7% Other. Eighty-two percent of Picadome Elementary's students are economically disadvantaged. During the 2016-2017 school year, redistricting of the Fayette County Public Schools greatly impacted Picadome. Picadome lost and gained a net of approximately 400 students due to the reconfiguration of boundary lines within the district. As a result of the redistricting, Picadome has the opportunity to serve a much more diverse student body. In addition to core academic courses, Picadome students receive instruction in art, music, PE, technology, and science. Additional support is provided to students to reach proficiency in reading intervention, English Second Language, special education, extended school service, and summer school programs.

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The Picadome School Community is dedicated to all students becoming lifelong learners and responsible citizens through academic success and responsible citizenship. Teachers and staff support students in a safe, nurturing educational environment so that students will take risks to push themselves to the next level. It is the expectation that every student will meet the basic level of proficiency as set forth by the Kentucky Department of Education. Picadome Elementary believes that early intervention is the key to academic success. As a result, Picadome Elementary has three early intervention literacy teachers. All three of these teachers are Nationally Board Certified Teachers, trained in Reading Recovery and Comprehensive Intervention Model. Teachers not only work with students but provide quality, in-depth professional development to teachers to support professional growth in literacy instruction. Picadome Elementary is a PBIS school (Positive Behavior Intervention and Supports) that focuses on teaching students academic and behavior expectations so they can be successful. Picadome Elementary students demonstrate Picadome PRIDE (Purpose, Respect, Integrity, Determination, Excellence). Staff members focus on desired behaviors of students and positively recognize students through Den Dollars, Positive Recognition Referrals, Hard Work Café and Class Dojo.

ATTACHMENTS

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Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Beginning in January 2016, the Picadome community began creating a cohesive school community with our new students and families. The staff at Picadome Elementary intentionally built relationships with new stakeholders to foster a new, cohesive school community. Despite the challenges of onboarding almost half of the student body to the school, staff members were resolute to meet student needs while maintaining high expectations of proficiency and a clear path to college and career readiness for all students. In only the second year after redistricting, Picadome Elementary was given the highest school accountability designation of "Other" by the Kentucky Department of Education. Although this rating reflects staff members' dedication to meeting the needs of all students, efforts to close literacy and numeracy achievement gaps are ongoing. Improving school culture through stakeholder collaboration and maintaining academic rigor are key components of an evolving improvement strategy to develop students' 21st Century skills and position the school for success in a changing world.

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Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Picadome Elementary provides students with a number of extracurricular opportunities including STLP, Girls on the Run, robotics, and performing arts. In addition to student opportunities, Picadome Elementary also offers parents and the community access to the school and programs at events like the Picadome Fall Festival, STEM night, Health and PE Night, Literacy Night, monthly PTA meetings, etc.

ATTACHMENTS

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